



Exams - Quick Tips

Context | Purpose

This document is a support resource intended to assist academics in writing / preparing exams and preparing for the exam period(s). It highlights key date periods for the teaching session, with particular focus on key stakeholder groups in this process and provides links to the professional development available to support this work (note: specific dates will be communicated each session by DoS: Exams)

Session Key Exam Dates & Support

Date	Event	Support Notes Resources
Week 1	Exam request portal opens	<ul style="list-style-type: none"> • Getting Started (DoS: Exams) • Quick Reference Guide (DoS: Exams) • Exam access / request issues e: exams@csu.edu.au
Week 5	Exam Requests due	<p>Note. Alternative exam arrangements</p> <p>Students who have identified as having a disability, medical condition, or a temporary injury may request special exam conditions by registering with the Accessibility and Inclusion Support team - approved exam adjustments are entered into the Exams Management System by Disability Liaison Officers.</p>
Week 6	Draft Exam Timetable released internally	Exams team communication distributed to schools and staff
Weeks 1 - 9	Exam Build Period	<p>Designing an exam</p> <ul style="list-style-type: none"> • Assessment Design principles • Designing exams • Guidelines for constructing multiple choice questions • Guidelines for constructing short answer questions <p>Building a test in I2</p> <ul style="list-style-type: none"> • I2 Help – How to build a Test and Tests, Surveys and Pools • Using Excel to upload test questions • Building tests in i2 – Tips and Tricks • Test Centre Question Types <p>For any I2 issues or a consultation with an Educational Designer (e.g., re. designing an open book exam with academic integrity, log a DLT service request.)</p>
Pre- Week 9	Exam Quality Assurance (QA) Period - follows build	<p>Follow school Exam QA processes.</p> <p>Support for QA of exams</p> <ul style="list-style-type: none"> • Previewing a test in I2
Week 9	Retrieve Exam I2 URL Exam file upload due (EASTS / Turnitin / Printed)	<p>Note. Exam I2 URL is in the subject site via 'Subject Tools', 'Tests, Surveys & Pools', 'Tests', 'Open required Test', 'Copy URL'</p> <p>Upload exam URL (see above) OR EASTS / Turnitin paper to the exam portal</p> <p>Issues uploading your exam / URL? e:exams@csu.edu.au</p>
Week 10	Final Exam timetable released to students	
Week 15	Exam Period Begins	Curious about a particular student's exam attempt? View a student's interaction with a test via the Access Log
Week 16	Exam Period Ends	
	Marking exams	<ul style="list-style-type: none"> • Grading tests in Interact2 • Check originality of Interact2 exam • Regrading an Exam question
Week 19	Overall Grade release (BANNER)	<p>Grades ratified</p> <p>Students able to view final grade via the Student Portal</p>
	Reflection / Evaluation of Exam	Interested in overall student performance in the exam? View statistical information about the exam

Related Charles Sturt Policies

[Academic Integrity policy](#)

[Student Misconduct Rule](#)

[Assessment policy](#)

Improving Academic Integrity

Context

The challenge of maintaining Academic Integrity is of particular importance in the context of exams (designing and building). The DVCA (Deputy Vice Chancellor Academic) has provided a thought piece on [Artificial intelligence: navigating the latest disruptor](#) that may provide some insight to assist you in this process. A variety of strategies and support materials related to Academic Integrity are available below.

Exams & Academic Integrity: Strategies (brief)

INTERACT2 TEST TOOL STRATEGIES

Can include shuffling question answers, randomising pools, disabling copy / paste, time limits and varying questions between exams. See [Create a Test or Survey](#).

DESIGNING FOR ACADEMIC INTEGRITY

Consider the following suggestions:

- Question design that is authentic, contextual, reflective and / or open.
- Make use of higher order thinking skills, scenarios / case studies,
- Involve multi-step problem solving
- Socratic questioning
- Limit resource material that can be used or is based on provided stimulus/resource materials.

See [Designing for academic integrity](#).

EXAM FORMAT

Your exam may not have to be in the traditional question / answer format, alternate formats such as oral, collaborative, simulation / role play, and sequential formats could be considered. The exam format may make use of multimedia elements in questions and answers. Additionally, multi-format exams may be appropriate.

PRE-LOADING YOUR EXAM | QUESTIONS

You may want to consider seeing what either a Google search or ChatGPT submission of your exam / individual questions looks like in these services. Additionally, uploading your exam into Turnitin will assist in the originality score checking that will be conducted during the marking process.

BUILDING STUDENT AWARENESS

Actively lift student awareness around the risks associated with cheating, collusion, and use of AI. Develop student media literacy and critical thinking skills, especially in terms of AI. Promoting a sense of student belonging and accountability to each other and the subject coordinator. Creating a culture where cheating is not acceptable. Further information on promoting academic integrity is available via the [Academic Integrity webpage](#)



GENERATIVE AI: INFORM YOURSELF

- knowing more about AI limitations (e.g., answers from AI can sound reasonable on the surface but arguments may not make sense or misrepresent information)
- there can be errors in details and citations, especially when a topic is not frequently covered in online discourse.
- content may also contain biases, stereotypes, and slanted perspectives.
- content / discourse currency also plays a part (as genAI platforms may be 'behind the times').

The section below on external resources has more information about generative AI.

ASSESSMENT DESIGN PRINCIPLES

Explicit and clear expectations play a key role in exam design. The [Assessment design principles](#) contains advice around design principles to inform your exam.

THE LEARNING ENVIRONMENT IS IMPORTANT

Providing academic skills support and a scaffolded learning environment for students will reduce the likelihood of breaches in Academic Integrity (Ahsan et al., 2022).

POTENTIAL BREACHES IN ACADEMIC INTEGRITY

See [detection and reporting](#).

Turnitin and Charles Sturt [Academic Integrity Checking processes](#).

ASSESSMENT POLICY: VIVA/ORAL PRESENTATIONS

A subject may require students to be prepared, if asked, to give an oral presentation or response to the assessor (or other audience) on a particular topic or communicate relevant information from their assessment tasks. Further information on the oral presentation or response is available in the [Assessment policy](#).

Charles Sturt Professional Development

DLT (Division of Learning and Teaching) can tailor professional learning sessions or workshops to meet your needs on:

- How to build an exam in I2 or setup an EASTS or Turnitin exam – tips and tricks (Build)
- Designing an open book exam with academic integrity (Design)
- Question types in Interact2 (Build)
- Advanced exam building in Interact 2 (Build & Design)
- Marking in Interact2 (Build)
- Troubleshooting exam issues (Build)
- Exams and Assessment Design Principles (Design)
- Alternative assessment types to exams (Design)

Professional development can be arranged via a consult with an Educational Designer – log a [DLT Service Request](#) to commence this process.

External Resources

Knowing artificial intelligence

Fruhlinger, J. (2023). What is generative AI? The evolution of artificial intelligence. InfoWorld.Com, [https://ezproxy.csu.edu.au/login?url= https://www.proquest.com/trade-journals/what-is-generative-ai-evolution-artificial/docview/2785252656/se-2](https://ezproxy.csu.edu.au/login?url=https://www.proquest.com/trade-journals/what-is-generative-ai-evolution-artificial/docview/2785252656/se-2)

[Educator Considerations for ChatGPT - OpenAI API](#)



[Prior to \(or instead of\) using ChatGPT with your students – Is a Liminal Space \(edtech.fm\)](#)

[Engaging with AI in your education and assessment | Students - UCL – University College London](#)

[Tome - The AI-powered storytelling format](#)

[Sneak preview of Turnitin's AI writing and ChatGPT detection capability | Turnitin](#)

[Turnitin prepares to launch ChatGPT detector | Times Higher Education \(THE\)](#)

[ACODE Whitepaper – Embracing AI](#)

[How do we balance assessment security and flexibility in e-assessment](#)

Charles Sturt University Faculty of Science & Health – PPT – [Generative AI and Academic Integrity](#)

Open Book Exams

A guide to creating open book exams with examples of reworked questions, applying Bloom's taxonomy, using stimulus material, and modifying MCQ. <https://itali.uq.edu.au/files/8445/BEL-OpenBookExams.pdf>

A short guide for academics on open book exams, with considerations and the Bloom's and Socratic question prompts. [LDTI-Open-Book-Exams.pdf \(newcastle.edu.au\)](#)

A short document with tips on preparing students, includes sample study sheet templates for students to use as 'memory aids' in exams. [LDTI-Preparing-students-for-open-book-exams.pdf \(newcastle.edu.au\)](#)

An overview of open book exams with some considerations and suggestions on plagiarism and academic integrity. [Designing openbook exams F.pdf \(tcd.ie\)](#)

A longer handbook for academics with a comprehensive overview of considerations for designing and administering open book exams. [Microsoft Word - Academic Handbook Open Book Assessment Fri 20 Nov 2020 \(tcd.ie\)](#)

A short guide with sections on developing questions and preparing students. [EMT Report \(adelaide.edu.au\)](#)

Reference

Ahsan, K., Akbar, S., & Kam, B. (2022). Contract cheating in higher education: a systematic literature review and future research agenda. *Assessment and Evaluation in Higher Education*, 47(4), 523–539. <https://doi.org/10.1080/02602938.2021.1931660>

Support

For any Interact2 issues or a consultation with an Educational Designer on designing an open book exam with academic integrity please [log a DLT Service Request](#).

